

# **Integrated subject-linguistic approach as the basis of subject teaching modelling using a foreign language at high school**

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## **Abstract**

The author developed the model of subject teaching using a foreign language at high school on the basis of an integrated subject-linguistic approach, aimed at the development of a subject foreign language competence of a student. An integrated subject-linguistic approach in learning (CLIL - Content and Language Integrated Learning) is recommended by European Commission for the use at high schools, because, first of all, it provides students with the opportunity to study a discipline and a foreign language simultaneously; secondly, the study of a foreign language does not require additional hours in a curriculum, which contributes to the intensification of professional training at a high school. Theoretical foundations of CLIL are based on L.S. Vygotsky theory of thought and speech relationship, BICS/CALP J. Cummins theory and the taxonomy of Bloom skills, covering the cognitive area of learning activities. The model was implemented on the basis of the discipline "The fundamentals of data mathematical processing", lasting 72 hours (2 credits). To test the model effectiveness on the basis of the Kazan Federal University during 2011-2014 a pedagogical experiment was performed. The paper presents and analyzes its results.

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## **Keywords**

Bilingualism, Cognitive/ academic language competence, Integrated subject-linguistic approach, Integrated subject-linguistic education, Thinking and speech